

ABSTRAK

Ari Sulastri, Indrayani (2023), *Pengaruh Collaborative Project Based Blended Learning terhadap Resilience dan Hasil Belajar Bahasa Inggris*. Tesis, Teknologi Pembelajaran, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: model collaborative project based blended learning, resilience dan hasil belajar

Perubahan proses pembelajaran akibat Covid-19 mempengaruhi hasil belajar dan kondisi kesehatan mental siswa. Masalah yang menjadi dasar dilaksanakannya penelitian ini adalah belum efektifnya pembelajaran yang dilakukan pada masa pandemi covid-19 sehingga pemulihan pendidikan dalam bentuk pemulihan resilience dan hasil belajarnya penting untuk dilakukan. Tujuan penelitian ini adalah 1) menganalisis perbedaan resilience dan hasil belajar bahasa Inggris secara bersama-sama antara siswa yang belajar dengan *collaborative project based blended learning* dengan *direct blended learning*, 2) menganalisis perbedaan resilience antara siswa yang belajar dengan *collaborative project based blended learning* dengan *direct blended learning*, 3) menganalisis perbedaan hasil belajar antara siswa yang belajar dengan *collaborative project based blended learning* dengan *direct blended learning*. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan *non-equivalent posttest only control group design*. Populasi penelitian ini adalah sebelas kelas IX SMP Negeri 2 Amlapura tahun pelajaran 2022/2023. Dua kelas dipilih sebagai sampel dengan teknik *group random sampling*, dilakukan uji kesetaraan pada dua kelompok sampel lalu dibagi menjadi kelompok eksperimen dan kelompok kontrol. Data resilience dikumpulkan dengan kuesioner dan data hasil belajar dikumpulkan dengan tes pilihan ganda. Data dianalisis secara deskriptif dan Manova dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa terdapat perbedaan resilience dan hasil belajar bahasa Inggris antara siswa yang belajar dengan model *collaborative project based blended learning* dan siswa yang belajar dengan model *direct blended learning*, dengan hasil yang lebih baik pada siswa yang belajar dengan model *collaborative project based blended learning*.

ABSTRACT

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Keywords: collaborative project based blended learning model, resilience, learning outcomes, student's response.

The COVID-19 pandemic is indirectly causing rapid and dramatic changes in the learning process, one of which is the need to hold lectures online with subsequent implications for student wellbeing. The main problem of conducting this research is the ineffectiveness of the learning process during the Covid-19 pandemic so that to restore their resilience and learning outcomes was an important things to be focused on. The aims of this study were 1) to analyze the differences in resilience and the learning English outcomes simultaneously between students who studied collaborative project based blended learning with direct blended learning, 2) to analyze differences in resilience between students who studied collaborative project based blended learning with direct blended learning, 3) analyzing differences in student achievement between students who learn with collaborative project based blended learning and direct blended learning. This research is a quasi-experimental study with non-equivalent posttest only control group design. The population of this study was eleven class IX of SMP Negeri 2 Amlapura for the academic year of 2022/2023. Two classes were selected as samples by group random sampling technique, checked by similarity test and divided into two groups, namely the experimental group and the control group. Resilience data was collected by questionnaire and learning outcomes data was collected by multiple choice tests. Data were analyzed descriptively and multivariate analysis of variance with a significance level of 5%. The results showed, there were differences in resilience and English learning outcomes between students who studied with the collaborative project based blended learning model and students who studied with the direct blended learning model, with better results for students who studied with the collaborative project based blended learning model.